

## Textbook Alignment to the Utah Core –Art History & Criticism

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: \_\_\_\_\_

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Art History & Criticism Core Curriculum

Title: \_\_\_\_\_ ISBN#: \_\_\_\_\_

Publisher: \_\_\_\_\_

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: \_\_\_\_\_%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_%

**STANDARD I: (Making):** Students will examine how works of art were created by manipulating media and by organizing images with art elements and principles.

Percentage of coverage in the *student and teacher edition* for Standard I: \_\_\_\_\_%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: \_\_\_\_\_%

**OBJECTIVES & INDICATORS**

Coverage in *Student Edition(SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

*Not covered in TE, SE or ancillaries* ✓

<b>Objective A: Understand techniques and processes in a variety of media.</b>			
•	Identify a variety of media including current arts-related technologies.		
•	Analyze the expressive potential of art media, techniques, and processes.		
•	Understand the physical demands of art media, equipment, and studio space.		
<b>Objective B: Explore how works of art are organized using art elements and principles.</b>			
•	Analyze the art elements in architecture, sculpture, painting, and drawing.		
•	Analyze how the art elements interact to form the art principles in architecture, sculpture, painting, and drawing.		
<b>STANDARD II: (Perceiving): Students will find meaning by analyzing, criticizing, and evaluating works of art.</b>			
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %	
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>
			<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective A: Critique works of art.</b>			
•	Analyze artworks regarding effective use of art elements and principles.		
•	Examine the functions of art.		
•	Interpret works of art.		
<b>Objective B: Evaluate works of art.</b>			
•	Analyze and compare works of art using a variety of aesthetic approaches.		
•	Evaluate works of art based on forming techniques, effective		

	use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.			
<b>STANDARD III: (Expressing): Students will discover meaning in art.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective A: Perceive content in works of art.</b>				
•	Identify subject matter, metaphor, themes, symbols, and content in works of art.			
•	Identify subject matter, metaphor, themes, symbols, and content in works of art.			
•	Interpret subject matter, metaphor, themes, symbols, or content through divergent, novel, or individually inspired applications of art media and art elements and principles.			
<b>Objective B: Curate works of art ordered by medium and content.</b>				
•	Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.			
•	Exhibit works of art selected by themes such as mastery of a medium, Core objectives, and significant content.			
<b>STANDARD IV: (Contextualizing): Students will find meaning in works of art through settings and other modes of learning.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>

<b>Objective A: Align works of art according to history, geography, and personal experience.</b>			
•	Use visual characteristics to group artworks into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.		
•	Analyze the impact of time, place, and culture on works of art.		
•	Evaluate own relationship with artworks from various periods in history.		
<b>Objective B: Synthesize art with other education subjects.</b>			
•	Integrate art history with dance, music, and theatre.		
•	Explore how art history can be integrated across disciplines.		
<b>Objective C: Evaluate the impact of art on life outside of school.</b>			
•	Examine careers related to art history.		
•	Predict how art history can add quality to life and lifelong learning.		